

# COLLECTION DEVELOPMENT PRACTICES AT INSTITUTIONS OF HIGHER LEARNING IN NAMIBIA WITH SPECIAL REFERENCE TO ELECTRONIC RESOURCES: THE CASE OF THE UNIVERSITY OF NAMIBIA LIBRARY

Maria Ashilungu<sup>1</sup>, Omwoyo Bosire Onyancha<sup>2</sup>

<sup>1</sup>University of Namibia Library, mashilungu@unam.na

<sup>2</sup>University of South Africa, Onyanob@unisa.ac.za

**ABSTRACT:** Collection development is one of the critical activities of any library management process. The goal of collection development in university libraries is to effectively provide relevant and up to date information resources. The purpose of the study was to investigate the collection development practices at the University of Namibia (UNAM) library (and its constituent branches) with special reference to the electronic resources. The study population comprised of 291 teaching staff from all eight faculties of UNAM. A total number of 149 faculty members responded to the survey, which gave a response rate of 51.2%, while a total number of 16 library staff were interviewed. The study was largely quantitative, with qualitative data being collected to supplement the quantitative data. For quantitative data collection, the study used a self-administered questionnaire, while for qualitative data, the study used an interview schedule with library staff. The study found that not all faculty members were aware of the guidelines, procedures and policies on the collection development activities. Eighty-one percent (81%) of faculty members were aware of the importance of their role in selecting library materials. As a result, a high percentage of respondents (62.4%) have been involved in collection development activities with librarians. The main factors influencing collection development at UNAM, according to the faculty members, are: budget allocated for e-resources, communication between librarians and the faculty members, and procedures of placing orders for resources.

**KEYWORDS:** collection development, electronic resources, university of Namibia, subject librarian, information and communication technology.

## INTRODUCTION

Academic libraries are required to provide information to students and academic staff through balanced collections of information resources in various formats and means of access. Electronic resources may be acquired or access may be leased, while the print materials may be acquired traditionally or provided via document delivery. According to Mirza and Mahmood (2012), library and information services consider electronic resources an integral part of information sources that provide efficient services to information seekers. Dadzi (2005) argues that electronic resources are important research tools that can complement the printed information sources in traditional library service. Electronic resources have the potential to provide fast, widespread, and cost-effective access to an unlimited amount of knowledge. This rapid emergence and development of electronic information resources makes it possible to radically envision different ways of organising the collections and services that the library has traditionally provided. Electronic resources (e-resources) are defined as works that require local and remote computer access. These include, but are not limited to, electronic journals or collections of journals, online databases, electronic reference materials, electronic books or collections of books, and streaming media. Collection development, on the other hand, includes many processes which are usually conducted by librarians and their associated faculty members, for example, user analysis, selection, acquisition, collection evaluation, resource sharing, collection maintenance

and weeding of library materials Gulnaz and Fatima (2019). There are no academic, public or school libraries without a library collection; and according to Ameen (2008), acquiring information resources is a core activity of libraries. In agreement, Kavulya (2004, 12) notes that “rapid emergence and development of electronic information technologies make it possible to radically envision more efficient ways of organising and managing collection, but they present a big challenge of adaptation.”

## PROBLEM STATEMENT

In April 2010, the four Colleges of Education in Namibia became part of the University of Namibia, and formed the Faculty of Education, following a cabinet resolution to that effect. Due to the mergers, the libraries of the four colleges were forced to attain the same standards set out at the University of Namibia. There was, therefore, a need for these colleges to align their policies, including collection development policies to those of the parent institution - the University of Namibia. According to the Colleges of Education Library report of 2010 UNAM (2010), the libraries of the former colleges of education were failing to support academic programmes offered by their parent institutions. The libraries were characterised by inadequate and outdated textbooks and reference collections. Furthermore, the journal collections were non-existent in most of the colleges. These weaknesses of the college libraries triggered the questions: how much has the merging affected the collection development of resources, especially e-resources? What are the factors that impede the successful running of the libraries in as far as meeting the users’ information needs is concerned? What are the challenges, if any, that the merged libraries as well as the main library face in collection development? Since electronic resources are increasingly becoming popular among learners and researchers, despite the resources’ budgetary limitations, what can the UNAM libraries do to effectively develop and manage their collections to meet the student and staff member’s needs? These, among other factors, constitute the research problem for the current study. Currently, there is no research that has been conducted that deal with collection development, especially pertaining to electronic resources at the University of Namibia library, so this study makes a significant contribution in that respect.

## AIM OF THE STUDY

The aim of this study was to investigate the collection development practices at the UNAM library (and its constituent branches) with special reference to the electronic resources. The objectives of this study were to:

- explore the collection development procedures and policies for electronic resources at the UNAM library;
- investigate the factors that influence the collection development of information resources; and
- discover the barriers to the effective collection development of electronic resources at the UNAM library.

## LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This study was anchored on and informed by the Kasalu’s (2010) collection development process which comprise selection, user needs analysis, acquisition, collection development policy, collection evaluation, and the weeding process. Khademizadeh (2012, 4) states that collection development is one of the critical activities of any library management process. The goal of collection development in academic libraries is to effectively provide relevant and up to date literature Johnson (2009); Kasalu (2010, 31). Evans and Saponaro (2005) outline the six major components of the collection development process, namely, the assessment needs, policies, selection, acquisition, evaluation of collections in whatever formats, and de-selection (weeding). Similarly, Kasalu (2010, 73) states the six components of the collection development process, and these include: “needs assessment of the community that a library exists to serve, the selection process, acquisition policies, acquisition process, collection evaluation, and de-selection”.

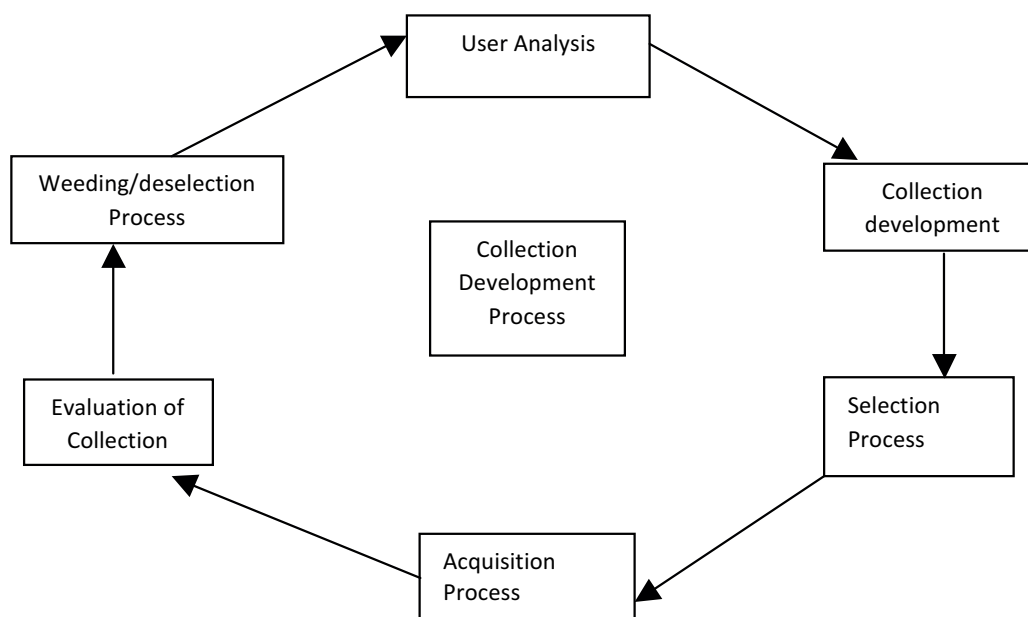


Figure 1: Process of collection development (Source: Kasalu 2010)

### User analysis

The collection development process in the university library begins with its community, which involves knowing the academic community, staff, departments, and analysing their information resources needs before any other process is undertaken. In-depth knowledge of the university community assessment needs is the cornerstone to effective collection development procedures. According to Gregory (2011, 15), the goal of any university library is to meet the informational and educational needs of the university community. For a university library to meet the needs of its users, it needs to consider the requirements of its university community through analysing the information needs of its users. Normally, the users' need analysis is carried out for collection development. Khan and Bhatti (2015) found that user needs assessment in university libraries of Pakistan are influenced by various factors that include: the lack of budget, lack of cooperation among faculty members, students' administration, and the lack of policies and resources, lack of reputable vendor, and inflation. It seems that there is a need for faculty members to understand and value the user needs analysis in order to work together with librarians. The library staff who participated in the study also stated that it has been a constraint to them due to the shortage of staff, and insufficient time to conduct the user needs analysis. The major problem is that subject librarians are overloaded because most faculties only have one subject librarian.

### Collection development policy

For a university library to be well stocked, there must be a sound collection development policy governing its management by a librarian. As mentioned earlier, the process of collection development includes user needs assessment, policies, selection, acquisition, evaluation of collections, and weeding process. These processes of collection development are guided by a collection development policy which establishes priorities, and it facilitates decision making. Shaw (2012, 16) describes the collection development policy as a formal document that maintains a commitment to systematic collection building and development. Shaw (2012, 16) adds that it can be used as an advocate for the library in terms of public relations with users, for administrative purposes, and for the justification of funds. In simple terms, a collection development policy is the blueprint or plan for the operations of a library as a whole Gregory (2011, 31). On their part, Khan and Bhatti (2016, 25) perceive the collection development policy as a guide for acquiring information resources that may support

the mission and programmes of the institutions. The document is mostly established with the intention to guide, influence, and determine decisions, actions, and other matters; it is a means to an end. The draft document available at the UNAM library stipulates that the aim of the policy is to provide guidelines and standards that should serve as basis for selection, justification of decisions and actions, and the inclusion or exclusion of certain items in the collection. However, a policy of collection development should address the needs of all categories of users, factors that should influence the accessibility, and special needs. Kelly (2015, 44) recommends that the collection policies should provide direction to librarians and users on how their institution chose to meet the materials and information needs of its users.

### **Selection process**

The selection of electronic information resources in most libraries is nowadays a concept that is at the heart of the collection development process Gregory (2011, 56). According to Ameen and Haider (2007), the selection of library materials is the backbone of a collection development process which demands a sound commitment and knowledge of the publishing world on the selectors' part. In addition, Edgar (2003, 404) defines selection as "the decision-making process that accomplishes the goals established during collection development, using criteria separate from the collection development plan for identification and selection of specific library resources". Agee (2003, 140) argues that a good selection of resources in any library may bring excellent resources that could be acquired to build quality collections. Selection is the process of identifying collections needed by library patrons. It is, therefore, an activity done by the librarian in order to ensure that relevant, up to date, current, and quality information resources are done to meet the demands of the university community.

### **Acquisition process**

Acquisition is defined as the way of ordering and purchasing all library materials as anticipated for collection development, which also involves the selection of materials to be purchased for the library service (Dority 2006). Another school of thought defines acquisition as an activity of identifying what the library ought to acquire, determining how it can be obtained, and actually acquiring it. Margill and Carbin (1989), as cited in Wilkinson and Lewis (2003, 1) confirm this analysis. The process also involves organising the incoming requests in order to carry out verification of materials. Moreover, the process deals with vendor licenses, contract, budgeting, and it often collaborates with regional buying consortia to secure the best prices of the organisation.

### **Collection evaluation**

Collection evaluation is an activity that is practiced in every library. Hyödynmaa and Buchholz (2012, 163) clarify that the terms collection evaluation, collection assessment, and collection mapping describe the same process. In contrast, Johnson (2009) explains the term 'collection mapping' as a technique representing the strengths and weaknesses of a library collection; it is mostly used on the curricular needs of the school. Johnson (2009, 163) further elaborates that collection evaluation is a "systematic consideration of a collection to determine its intrinsic merit". Collection assessment is also referred to as a systematic quantitative and qualitative measurement of the degree to which a library's collections can meet the library's goals, objectives, and the needs of its users Johnson (2009, 372). Kasalu (2010) concludes that collection evaluation is important for the library collection because it is impossible to build a balanced and relevant collection of resources unless the strengths and weaknesses of the current collection are known.

### **Weeding process**

Weeding is one of the components of the collection development process in the library industry. It is defined as the "process of removing materials from the active collection for withdrawal or transfer" Kasalu (2010); Kavulya (2004); and Johnson (2009). Weeding is the practice of discarding or transferring to storage excess copies, rarely used books, and materials that are no longer in use. Weeding is an essential activity of collection development. As Johnson (2009) clarifies, for an effective weeding process to take place, libraries must have

a written weeding policy to guide decisions about weeding. Weeding can offer a librarian the opportunity to review the collection carefully, in order to fulfil the information needs of faculty and students in support of the academic curriculum Dubicki (2008, 132). It can keep a collection vibrant, relevant, and usable. Furthermore, weeding can also make the remaining collections more visible to students and faculty.

## RESEARCH METHODOLOGY

The study was quantitative in nature, and employed a self-administered questionnaire to collect data. The research design employed in this study was the survey. The survey was found to be appropriate for this study as it sought the opinions, characteristics and experiences from faculty members and librarians of the study who were located in diverse and sparse locations. The target population of the study consisted of 1200 academic staff at the University of Namibia. For the purpose of conducting this study, it was appropriate to select a sample that adequately represented the target population so that the findings can be generalised to the entire population of the University of Namibia. To ensure a greater representation of the overall population, the selected sample accounted for 26% of the target population, that is, approximately 10% above the minimum range of 10% to 20% as Gay and Airasian (2003) recommend for a survey research. In order to select a representative sample from each faculty as listed in Table 1., the following formula was applied:

$$n_1 = (N_1/1200)*N$$

Where

$n_1$  is the sample obtained in each faculty

$N_1$  is the total population in each faculty

$N$  is the sample of the entire population

Using the above formula, a total of 291 faculty members were selected and therefore comprised the study sample. Out of the 291 participants in the study sample, 149 faculty members responded to the survey, which gave a response rate of 51.2%, while a total number of 16 library staff were interviewed.

**Table 1: Sampling and sample size of faculty members (population N=1200)**

	No. of faculty members	% (percentage)	Sample size
Faculty of Education	240	20	61
Faculty of Science	150	13	38
Faculty of Health Science	160	13.3	26
Faculty of Agriculture and Natural Resources	130	11	33
Faculty of Engineering and Information Technology	70	6	18
Faculty of Law	50	4.2	13
Faculty of Humanities and Social Sciences	160	13.3	41
Faculty of Economics and Management Science	240	20	61
Total	1200	100	291

The study used self-administered questionnaires and interviews to collect the data. Self-administered questionnaires were used to collect data from the faculty member, whereas interviews were used to collect data from the library staff. The researchers sought and obtained permission from the Office of the Vice Chancellor for Academic Affairs and Research at the university to include the UNAM staff (faculty members) as participants in the study. A self-administered questionnaire was e-mailed to the faculty members, where they were expected to complete and return it to the researchers via electronic mail. According to Ary, Jacobs, Sorensen and Walker (2014, 675), an electronic mail questionnaire refers to survey that is e-mailed

to potential respondents. In order to understand the participants' constructions of reality, this study also employed a semi-structured interview with librarians on collection development practices at the University of Namibia. This method enabled the researchers to gain the insights, opinions, attitudes, and experiences of the librarians on collection development, and how they practice it in their university.

## FINDINGS AND DISCUSSIONS

The socio-demographic characteristics of the respondents is provided Table 2. Table 2 indicates that the majority of respondents were males (59%) and 40% were female. Most respondents, that is 59 (39.9%), belonged to the age group of 41– 50 years, followed by 49 (33.1%) respondents who were between the age group of 31 and 40 years, 27 (18.2%) respondents who belonged to the age group of 51 – 60 years and 13 (8.8%) respondents who were the minority age group under 30 years old. There was no respondent who was over 60 years old.

**Table 2: Respondents' socio-demographic characteristics (N=149)**

	Frequency	Percentage (%)
Gender		
Male	88	59.1
Female	61	40.9
Total	149	100.0
Age Group		
Under 30 yrs	13	8.8
31-40 yrs	49	33.1
41-50yrs	59	39.9
51-60yrs	27	18.2
Total	148	100.0
Years of Experience		
Under 1yr	10	6.7
1-10yrs	92	61.7
11-20yrs	47	31.5
Total	149	100.0
Job Rank		
Professor	6	4.0
Associate Professor	16	10.7
Senior Lecturer	33	22.1
Lecturer	63	42.3
Assistant Lecturer	24	16.1
Researcher	1	0.7
Assistant Researcher	2	1.3
Tutor	2	1.3
Senior Technologist	1	0.7
Staff Development Fellow	1	0.7
Total	149	100.0

Regarding job experience, the study found that 92 (61.7%) of the teaching staff who responded to the questionnaire had been working at the University between 1 and 10 years of, 47 (31.5%) had 11 – 20 years, and 10 (6.7%) respondents have been working for less than a year at the University of Namibia. No respondents selected the period between 31 and 40 years and none had been working at the university for more than 40 years. The respondents were asked to indicate their job title or rank. The results showed that the majority of respondents 63 (42.3%) were lecturers, followed by 33 (22.1%) who were senior lecturers, then 24 (16.1%) assistant lecturers, 16 (10.7%) were associate professors, 7 (4.7%) were from other job titles or ranks, while

professors constituted a minority of 6 (4%). It is therefore clear that the majority of those who responded were lecturers from various faculties of the University of Namibia.

### ***Collection development policies and procedures***

In order to achieve the key objectives of the study, and to answer the research questions accordingly, the research critically reviewed the collection development procedures and policies of electronic information resources at the UNAM library. The study's findings revealed that 72% of the respondents were aware of acquisition of library materials procedures. In general, all faculty members are supposed to be aware of the procedures of the acquisition process, because teaching staff remains the driving force of library resources. A study by Rahman and Darus (2004) on the faculty awareness on the collection development reported that only 25% of respondents were having knowledge about the library liaison programme, while the majority of 75% of respondents did not know about the existence of the programme, even though they have been teaching in the university for more than five years. According to this study, findings revealed that for those who indicated that they were not aware of acquisition of library materials and procedures it could be that they were new faculty members at UNAM and maybe they did not show an interest in selecting library materials for their students. This is an indication that for an effective acquisition process, library staff should be proactive and make sure that all teaching staff members are aware of the procedures and policies of acquiring library resources.

The study also found that not all faculty members were aware of the guidelines, procedures and policies on the collection development activities. Eighty-one percent (81%) of faculty members were aware of the importance of their role in selecting library materials. As a result, a high percentage of respondents (62.4%) have been involved in collection development activities with librarians. The findings of this study are in line with those made by Chaputula and Kanyundo (2014), whose study on the collection development policy at Mzuzu University Library revealed that the selection of information resources at their library did not include all relevant stakeholders. For instance, the selection was initiated by library staff and supported by academic members of staff, whilst students who form the biggest client base of the library were left out. The situation at Mzuzu University Library is likely the same with the situation at the University of Namibia library whereby the present study found that library staff only stated that they work with academics and not with students in the collection development practices. Many a times, students are not involved in the selection of titles of books and other resources to build collections of university libraries. However, it was noted that the selection of information material at the UNAM library is made by library staff, particularly subject librarians, in collaboration with academic staff members and library coordinators of the faculties. This implies that maintaining constant contact with students and academics in order to select library materials is also important Kasalu (2010).

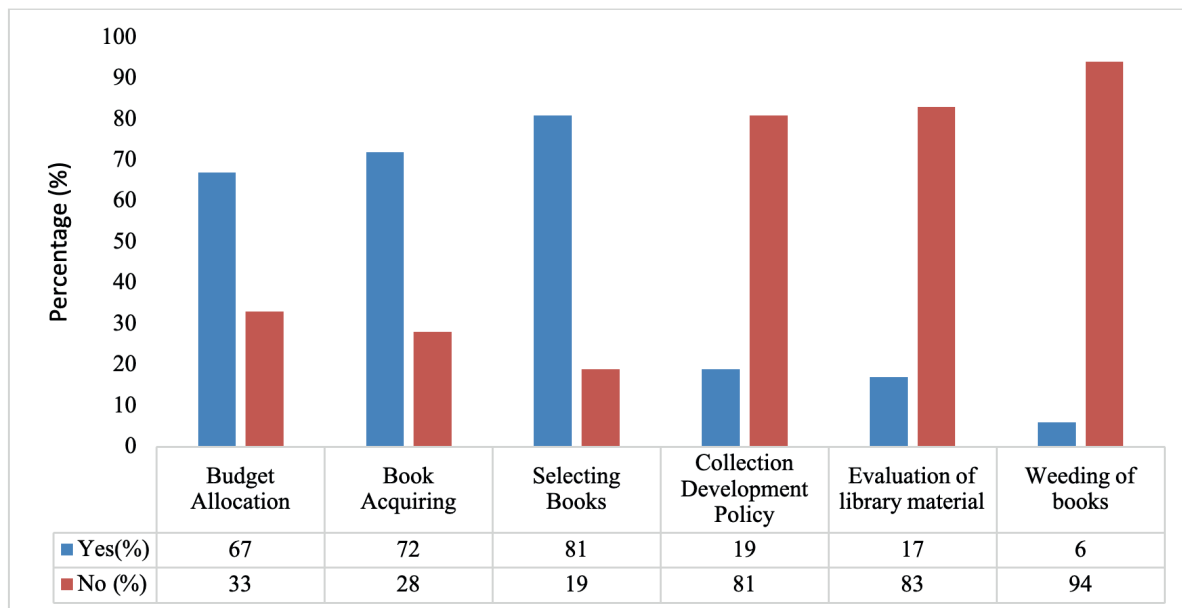


Figure 2: Faculty member's awareness of the guidelines on procedures of collection development activities

The issues around the faculty members' awareness of the procedures and policies of collection development produced a rather sorry picture as the majority (73.8%) of the teaching staff indicated that they were not aware of the policy on collection development; only 26.2% reported that they were aware of the policy on collection development. A study by Vignau and Meneses (2005) indicated that although the directors of the university libraries and managers of collection development were aware of the process of collection development but only a few were actually adopted and implemented the policy. According to Jenkins (2005), a library collection development policy is the foundation upon which all selection decisions should be based and yet this important document is not widely known to faculty members. This may explain the low level of awareness of the policy at UNAM.

In addition, it is worth noting that the UNAM library does not have a formal policy as only a draft policy is available. Faculty members therefore recommended that once the policy document is ready, faculty members should be invited to examine the document and, where applicable, make suggested changes. It is Vignau and Meneses (2005) who advised that for a library to conduct effective collection development it is necessary to establish a policy because it does not only manage the work of the institution, but its absence hinders the accomplishment of improvisations that are so helpful in this field. On the part of the library staff, 87% of them knew that there was no collection development policy, and that only a draft document was in place, while 13% of the participants felt that a collection development policy existed per se and that is the policy that they turned to for guidelines and procedures to acquire resources.

Finally, the respondents were asked to state their level of satisfaction with their involvement in various collection development activities/processes revolving around e-resources, namely: budgeting, selection of library materials, procurement, maintenance of resources, and weeding/de-selection of library resources. Figure 3 provides the findings. Given that budget is one of the important elements or resources in any university library, faculty members were asked to state their own level of satisfaction in their involvement with the collection development activities. Out of 149 faculty members, 5 (3.4%) respondents are very satisfied, 53 (35.6%) are satisfied, while 73 (49%) indicated that they are neither satisfied nor dissatisfied. However, 13 (8.7%) respondents are dissatisfied, and 4 (2.7%) are very dissatisfied with their involvement in the collection development activities. Furthermore, out of 149 faculty members, 28 (18.8%) are very satisfied, followed by 95 (63.8%) respondents who are satisfied, then 18 (12.1%) are neither satisfied nor dissatisfied, and 7 (4.7%) are dissatisfied with their own involvement in the selection of library materials. None of the respondents indicated that they are very dissatisfied. When asked to indicate their level of satisfaction in their involvement



in relation to the procurement of library materials, 7 (4.7%) out of 149 faculty members indicated that they are very satisfied, 80 (40.3%) are satisfied, 72 (48.3%) are neither satisfied nor dissatisfied, 8 (5.4%) are dissatisfied, and 1 (0.7%) are very dissatisfied with their involvement in the procurement activities. Another finding indicated that out of the 149 respondents, nearly all the faculty members totalling 102 (68.5%) indicated that they are neither satisfied nor dissatisfied, 22 (14.8%) are satisfied, 4 (9.4%) are dissatisfied, 7 (4.7%) are very satisfied, and 3 (2%) indicated that they are very dissatisfied with the maintenance of library resources. Figure 3 further displays that 110 (73.8%) of the respondents are neither satisfied nor dissatisfied, 22 (14.8%) are dissatisfied, 8 (5.4%) are satisfied, while 8 (5.4%) of the respondents indicated that they are very dissatisfied with the weeding of library materials. None of the respondents indicated that they are very satisfied with the weeding of resources.

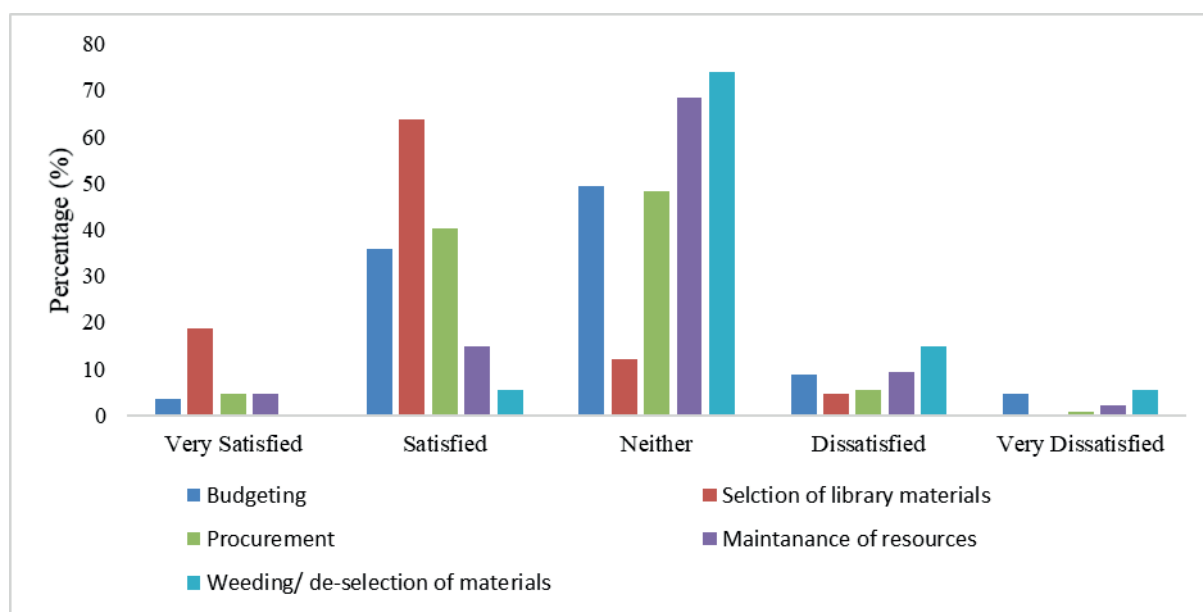


Figure 3: The level of satisfaction with members' involvement in collection development activities

### Factors that influence collection development of e-resources at UNAM

The study sought to determine the factors that influence the collection development of e-resources and the findings revealed that the main factors influencing collection development at UNAM, according to the faculty members, are: budget allocated for e-resources, communication between librarians and the faculty members, and procedures of placing orders for resources (see Table 3). This agrees with Oloruntoba (2002), as cited in Akporido (2005, 29) who notes that "finance is a major factor in the growth of an organisation", and therefore a library's growth depends on it. The majority of faculty members (i.e. 54.4%) reported that they were aware of the budget allocated to their faculty. An equally large percentage of the faculty members, however, were not aware of the budget allocated to their faculties to purchase library materials. The teaching staff's ignorance of the budget allocation for their faculties is a worrying trend because in most cases teaching staff are not aware of the budget allocated, as a result they might not be proactive in the selection of materials. It was further observed that the budget allocations were not adequate to acquire sufficient information resources. Similar sentiments have been made by various authors. For instance, Jalloh (2000) and Kavitha (2009) opine that the most constraining aspect which libraries face in developing countries is "inadequate funds or stringent budget cuts" on library operations. As a result, services at some libraries are negatively affected. A number of studies such as Mapulanga (2011), Kanyengo (2009), Kavulya (2006), Chaputula and Kanyundo (2014), and Chaputula and Boadi (2010) have all pointed out that inadequate budgetary allocations negatively impact collection development activities. Hamutumwa (2008) also indicated that a few of the government libraries in Namibia which were surveyed, had mentioned budget constraints as one of the factors hindering librarians from providing electronic resources to government employees in Namibia. This means that budget constraints is not only an issue at the university library but also in government libraries.

**Table 3: Factors that influence collection development activities (N=146)**

	Frequency		Percentage (%)	
	Yes	No	Yes	No
Budget allocation for e-resources	141	5	94.6	3.4
Contents of communication between faculty and librarians based on a different understanding of the roles	130	16	87.2	10.7
Selection of materials	133	13	89.3	8.7
Collection development policy	122	24	81.9	16.1
Ordering materials	135	12	91	8.1
Functions of the collection development	121	25	81.2	16.8
Collection evaluation	125	21	84	14.1

### Challenges faced in the collection development

The major challenge facing the UNAM library was the absence of the collection development policy, which has made it difficult for the teaching staff, students and library staff to understand all the issues related to the collection development of electronic resources in the library. Similarly, a study conducted by Kasalu and Ojimbo (2012) also highlighted several challenges and constraints faced by private universities during the collection development process such as: slowness in the selection process, slow internet connectivity, the use of print selection tools which caused delay in selection, slowness in delivery of orders and were some books listed online might not be available at all. Other challenges mentioned were online ordering which requires prepayment and it was against the policy of most private universities, lack of cooperation by teaching staff in the selection and lack of sufficient staff to carry out the collection development process. This finding is in agreement with the findings of Kiando (2004) who mentioned that most African university libraries lack comprehensive collection development policies, although they all agreed that the policies are essential in providing direction in the collection development and management of library collections to fulfil the chief mission of the library Odini (1997), as cited by Kiando (2004).

Another challenge is the inadequacy of funds to cater for the increasing costs of electronic resources in various subject fields. This is in agreement with Kiando (2004) who argues that e-resources are expensive and they require an enormous financial investment. Kaur and Willa (2016) in their study revealed that management libraries in India were also having difficulties pertaining to e-resource collection building, such as the issue related to inadequate funds. In their conclusion, Khan and Bhatti (2016) mentioned various factors that affect collection development in the university libraries of Pakistan, and they include dwindling budgets, absence of standards, absence of collection development policies, lack of assessments of users and collections, insufficient coordination between faculty and LIS professionals, fast growth of electronic resources, application of information communication and technologies, inactive role of library associations in the formulation of standards, absence of consortial plans as well as alternative plans.

## CONCLUSION OF THE STUDY

Based on the findings from the study, the researcher makes the following conclusions according to the objectives of the study:

- Firstly, the study concludes that there is sufficient awareness of the guidelines and procedures used in the collection development practices by both the academic staff and library workers at UNAM. Although the faculty members are aware of collection development procedures and policies that are in place at the UNAM library, a significant number of faculty members were not aware of some of the

collection development components such as the collection development policy, collection evaluation and weeding or disposal of books from the library.

- Secondly, in terms of the factors that influence collection development, the study concludes that there are several factors but the main one is budget allocation. The other factors were not as strongly considered by the respondents.
- Thirdly, there are a number of challenges faced by both the faculty and library workers in collection development. These include lack of catalogues offering electronic resources, lack of a list of titles from the vendors and having difficulties with librarians who are not always available to help faculty members, slow intranet or internet, limited books, sample books, lack of time to surf the net, and lack of understanding of how to use electronic resources.

## RECOMMENDATIONS

Based on the findings and discussions of the study, the following recommendations are proposed to improve the collection development activities at the UNAM library:

- The University of Namibia library should acquire more relevant materials to support the curriculum and research needs of the university community. This can be done through conducting user needs analysis in order to ensure the acquisition of relevant, adequate and up-to-date information and services.
- Publishers should exhibit their works (books) to the satellite campuses and also for faculty members to be more actively involved in collection development activities.
- In view of the fact that some of the faculty members did not know the budget allocated to their departments, it is recommended that library staff should make every teaching staff aware of their library book budget and to improve the budget allocated to e-resources.
- The University of Namibia library should endorse the collection development policy, because for any library to conduct effective collection development it is crucial to establish a policy.

## REFERENCES

- Agee, Jim. 2005. "Collection Evaluation: A Foundation for Collection Development." *Collection Building*, 92-95.
- Akporido, Caroline E. 2005. "Internet Use in Nigerian Suburban Setting." *The Electronic Library*, 302-310.
- Ameen, Kamwal. 2008. "Issues of Book Acquisition in University Libraries: A Case Study of Pakistan." *Library Philosophy and Practice*, (July).
- Ameen, Kamwal, and Jalal S. Haider. 2007. "Book Selection Strategies in University Libraries of Pakistan: An Analysis." *Library Collection, Acquisitions, and Technical Services* 31, no. 3/4: 208-219.
- Ary, D., L. C. Jacobs, C. K. Walker, and D. A. Sorensen. 2014. *Introduction to Research in Education*. 9th ed. Belmont, CA: Wadsworth Cengage Learning.
- Chaputula, Aubrey. and Benzies Y. Boadi. 2010. "Funding for Collection Development Activities at Chancellor College Library, University of Malawi." *Collection Building* 29, no. 4: 142-147.
- Chaputula, Aubrey Harvey, and Allan James Kanyundo. 2014. "Collection Development Policy: How its Absence has Affected Collection Development Practices at Mzuzu University Library." *Journal of Librarianship and Information Science* 46, no. 4: 317-325.
- Dadzie, Perpetua S. 2005. "Electronic Resources: Access and Usage at Ashesi University College." *Campus Wide Information System* 22, no. 5: 290-297.
- Dubicki, Eleonora. 2008. "Weeding: Facing the Fears." *Collection Building* 27, no. 4: 132-135.
- Evans, G. E., S. S. Intner, and J. Weihs. 2011. *Introduction to Technical Services*. 8th ed. Santa Barbara, CA: Libraries Unlimited.

- Evans, G. E., and M. Z. Saponaro. 2005. *Developing Library and Information Center*. 5th ed. Westport, CT: Libraries Unlimited.
- Gay, L. R., G. E. Mills, and P. W. Airasian. 2011. *Educational Research: Competencies for Analysis and Applications*. 10th ed. Boston: Pearson Educational International.
- Gregory, V. L. 2011. *Collection Development and Management for 21st century Library Collections: An Introduction*. New York: Neal-Schuman Publishers.
- Gulnaz, Nishat Fatima. 2019. "Collection Development Practice in Indian Institute of Technology Libraries of Eastern India: A Study." *Collection and Curation* 38, no. 2: 25-31.
- Hamutumwa, M. N. 2008. "An Investigation Study in the Utilization and Promotion of Electronic Resources in Government Libraries: a case of Namibia." Master diss., University of Strathclyde, Glasgow.
- Hyodynmaa, Merja, and Irmela Buchholz. 2012. "Usability of the Tampere University Library Collection Mapping Method at University of Namibia Libraries." In *Empowering People: Collaboration between Finnish and Namibian University Libraries*, edited by M. Iivonen, P. Helminen, J. M. Ndinoshiho, and O. Sisatto, 162-179. Tampere: Tampere University Press.
- Jenkins, P. O. 2005. *Faculty-Librarian Relationships*. Oxford: Chandos.
- Johnson, P. 2009. *Fundamentals of Collection Development and Management*. 2nd ed. Chicago, MA: American Library Associations.
- Khan, Abdul Mannan. 2010. "Managing Collection Development and Organization in Globalizing Indian University Libraries." *Collection Building* 29, no. 1: 15-21.
- Khan, Ghalib, and Rubina Bhatti. 2016. "Collection Development Policies and Procedures in the University Libraries of Pakistan: A Provincial Perspective of Khyber Pakhtunkhwa." *Library and Information Science Journal* 46, no. 3: 45-54.
- Khan, Ghalib, and Rubina Bhatti. 2016. "An Analysis of Collection Development in the University Libraries of Pakistan." *Collection Building* 35, no. 10: 22-34.
- Kanyengo, Christine Wamunyima 2009. "Meeting Collection Development Needs in Resource Poor Settings: The University of Zambia Medical Library Experience." *Collection Building* 28, no. 1: 26-30.
- Kasalu, Syombua. 2010. "Application of Information and Communication Technologies in Collection Development in Selected Private University Libraries in Kenya." Masters thesis, Moi University, Kenya.
- Kasalu, Syombua, and Joseph Bernard Ojimbo. 2012. "Application of ICTs in Collection Development in Private University Libraries in Kenya." *Collection Building* 31, no. 1: 134-149.
- Kaur, Manpreet, and Paramjeet Kaur Waila. 2016. "Collection Development of Electronic Resources in Management Libraries of India." *Collection Building* 35, no. 3: 73-83.
- Kavitha, R. 2009. "Collection Development in Digital libraries: Trends and Problems." *Indian Journal of Science and Technology* 2, no. 12: 68-73.
- Kavulya, Joseph Muema. 2006. "Trends in Funding of University Libraries in Kenya: A Survey." *The Bottom Line: Managing Library Finances* 19, no. 1: 22-30.
- Kavulya, Joseph Muema. 2004. "University Libraries in Kenya: A Study of Their Practices and Performance." PhD. diss., Humboldt University, Berlin, Germany.
- Kelly, Matthew. 2015. "Collection Development Policies in Public Libraries in Australia: a qualitative content analysis." *Public Library Quarterly* 34: 44-62.
- Khademzadeh, Shahnaz. 2012. "Use of Information and Communication Technology (ICT) in Collection Development in Scientific and Research Institute Libraries in Iran: a study." *International Journal of Advancements in Research and Technology* 1, no. 3: 1-16.
- Khan, Ghalib, and Rubina Bhatti. 2016. "An Analysis of Collection Development in the University Libraries in Pakistan." *Collection Building* 35, no. 10: 22-34.
- Kiondo, Elizabeth. 2004. "Around the World to: the University of Dar es Salaam Library: Collection Development in the Electronic Information Environment." *Library Hi Tech News* 21, no. 6: 19-24.

- Kumar, R. 2005. *Research Methodology: A step-by-step guide for beginners*. 2nd ed. London: Sage.
- Mapulanga, Patrick. 2011. "Effects of Budgeting and Funding on the Provision of Library and Information Services in the University of Malawi Libraries." *Performance Measurement and Metrics* 12, no. 3: 172-182.
- Mirza, Muhammad Sajid, and Khalid Mahmood. 2012. "Electronic Resources and Services in Pakistani University Libraries: A Survey of Users Satisfaction." *The International Information and Library Review* 44: 123-131.
- Rahman, Mohd Zain Abd, and Siti Hawa Darus. 2004. "Faculty Awareness on the Collection Development of the International Islamic University Library." *Malaysian Journal of Library and Information Science* 9, no. 2: 17-34.
- University of Namibia. 2010. *Annual Report*, Windhoek: University of Namibia.
- Van Zijl, CW. 2005. "Developing and Managing Information Collection for Academic and Researchers at University of Technology: A Case Study." *PhD thesis*, University of South Africa, Pretoria.
- Vignau, Barbara Susan Sanchez, and Grizly Meneses. 2005. "Collection Development Policies in University Libraries: A Space for Reflection." *Collection Building* 24, no. 1: 35-43.
- Wilkinson, Frances C, and Linda K. Lewis. 2003. *The Complete Guide to Acquisitions Management*. London: Libraries Unlimited.